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ABSTRACT

In April 1986, Pinellas Vocational Technical Institute (Florida) began to develop a Career Planning/Readiness Program for Single Parents and Homemakers. The program is designed to provide these persons with school-based, individualized assistance in developing realistic career and training goals and life and employability skills and with counseling support to increase their chances for successful completion of training. Initially, the program focused on providing single parents and homemakers with counseling support and career planning assistance; however, arrangements were later made to meet the needs of participants for temporary support services such as child care, transportation, tuition, tutoring, and books and tools. As of June 30, 1986, 120 single parents and homemakers had received services through the program, and 66 students had enrolled in training. (This number exceeds the original goal of 40 single parents and homemakers.) Two students had completed training and been placed in jobs related to their fields of study. Forty single parents and homemakers received comprehensive career planning services to assist in the development of realistic vocational goals, particularly in nontraditional and high wage/placement careers. Initial evidence indicated that the services provided to single parents and homemakers through the program significantly increased their ability to continue in training. Approximately 83 percent of the single parents and homemakers who enrolled in training have remained and are achieving satisfactory progress. (Author/KC)

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FINAL REPORT

PROJECT No. DVE-520-15170-7-2D09

FROM: JULY 1, 1986 - JUNE 30, 1987

A Career Planning/Readiness Program For Single Parents and Homemakers

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
6100 - 154th Avenue, North
Clearwater, Florida 34620

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ABSTRACT

In January 1986, Pinellas Vocational Technical Institute submitted a Federal Grant proposal to implement a Career Planning/Readiness Program for Single Parents and Homemakers. This program is designed to provide single parents and homemakers with school based, individualized assistance in developing realistic career and training goals, developing life and employability skills and counseling support to increase their chances for successful completion of training. The proposal was approved and funds were received on April 21, 1986.

A proposal was again submitted and approved for the 1986-1987 year, providing funds for a Counselor/Coordinator to work specifically with Single Parents and Homemakers seeking to enroll in vocational technical training.

Initially, the Progam focused on providing Single Parents and Homemakers with counseling support and career planning assistance. However, it soon became apparent that the participants' most desparate needs were financial in nature. A budget amendment was submitted and approved, and, as of May 1987, funds were available to provide participants with temporary support services such as child care, transportation, tuition, tutoring and books and tools.

As of June 30, 1986 a total of 120 Single Parents and Homemakers have received services through the Program. Sixty-six (66) students have actually enrolled in training which exceeds the original commitment to forty (40) Single Parents and Homemakers. Two (2) students have completed training and have been placed in jobs related to their fields of study.

Forty (40) Single Parents and Homemakers have received comprehensive career planning services to assist in the development of realistic vocational goals, particularly in non-traditional and high wage/placement careers.

Initial evidence indicates that the services provided to Single Parents and Homemakers through the Program have significantly increased their ability to continue in training. Approximately 83% of the Single-Parents and Homemakers who enrolled in training have remained and are achieving satisfactory progress.

INTRODUCTION

In Pinellas County there is an increasing number of single parents and homemakers trying to make initial entry, or advance in the work force. In Pinellas County alone, approximately 12,000 of 30,000 single parent families are considered to be economically disadvantaged and receiving some form of public assistance. Nationally, single parent households have doubled since 1970 - they account for 26% of all families. One-third of all Hispanic and one-half of all black children live with one parent. In addition, both teenage pregnancy and the divorce rate is increasing. Each year one million teenagers have children. In a span of eight (8) years, the divorce rate grew from 3.5 per 1,000 of population to 5.1 per 1,000 from 1970 to 1978 and is even higher today. Due to the rapid growth of the Tampa Bay area the number of single parents and displaced homemakers is increasing rapidly.

For the vast majority of single parents and homemakers seeking to enter or advance in the work force, the acquisition of some type of specialized skill or training is necessary. This is a difficult task for anyone past the compulsory school age. Single parents and homemakers frequently encounter numerous obstacles in accomplishing this goal.

With training, single parents and homemakers will gain employable skills enabling them to greatly improve their earning power. Over the past several years more than 90% of Pinellas Vocational Technical Institute's graduates have been placed in jobs in their field of training. Many of Pinellas Vocational Technical Institute's technologies are non-traditional employment areas for females. An analysis of school records indicates that non-traditional students are severly under-represented in these programs.

In January 1986, Pinellas Vocational Technical Institute submitted a Federal Grant proposal to implement a Career Planning/Readiness Program for Single Parents and Homemakers. This program is designed to provide single parents and homemakers with school based, individualized assistance in developing realistic career and training goals, developing life and employability skills and counseling support to increase their chances for successful completion of training. The proposal was approved and funds were received on April 21, 1986.

The Program Counselor/Coordinator was hired on January 12, 1987 and the first students were accepted for enrollment on February 1, 1987.

The emphasis of the Career Planning/Readiness Program is to assist individuals in developing career goals based on their unique needs, abilities and interests rather than on gender. All participants will be encouraged to explore career possibilities in non-traditional areas.

The career planning/readiness program for single parents and homemakers seeks to:

- Develop in participants increased self-awareness and improved self-appraisal skills relating to appropriate career choices, particularly non-traditional and high placement/wage areas.

- To provide participants with problem identification and solving skills particularly those associated with child care, transportation, financial planning, time management, and decision making.

- Assist participants in making successful transitions into vocational training and subsequently into the work force.

- Cooperate with agencies and programs outside the school, such as FACE, JTPA, Vocational Rehabilitation, Latchkey, SPJC, and NIPS to maximize the participants chances for success in training and employment.

- Continually evaluate the effectiveness of services provided and to make modifications as needed to meet the individual needs of participants.

- Involve local business and industry in the program through the PVTI General Advisory Committee.

- Recruit eligible participants for the program through working with various agencies as needed.

- Increase the participants's self-confidence and self-esteem.

- Provide participants with marketable skills in order to secure employment primarily in non-traditional, high placement/wage occupations.

- Provide cooperative vocational education and apprenticeship opportunities to participants when appropriate.

These objectives are currently met through the utilization of vocational assessment and follow-up study. Career exploration selected for students is non-biased and reflect non-traditional career options for students. Students are assessed not only on the basis of educational ability and need but also in regards to their personal and financial needs as well. If necessary or advisable referral and contact is made by staff with local community programs in order to assist the student make a smooth entry into their chosen technological training program. A budget amendment provided funds for support services including child care, transportation, books and tools, and tutoring. These funds are provided to eligible Single-Parent/Homemaker participants on a temporary basis

INTRODUCTION (CONTINUED)

to enable students to begin training while other financial aid applications are being processed.

Observable and measurable results of the 1986-1987 Grant period for the Career Planning/Readiness Program disclose that a need for this program exists in that the overwhelming response of students and the community in general has been extremely positive. In the first six (6) months of full operation, the Programs has accepted over 100 referrals and sixty-six (66) students have actually enrolled in training. At least forty (40) students participated in career exploration and planning activities. Of these, twenty-nine (29) chose enrollment in non-traditional and/or high wage technologies. Two (2) students graduated during this program year. One (1) is a tile-setter for a masonry company and another is a Data Entry Operator earning $6.00 per hour.

It appears from the results mentioned above that the Career Planning/ Readiness Program has been beneficial to those students' lives it has touched. Although it is still quite early to draw any definite conclusions it appears that the major contribution of the program is the support and encouragement it provides to those individuals who, because of this service, have found hope and a future.

METHODS

During the 1986-1987 Grant Year a total of 120 Single Parents and Homemakers were provided with services through the Career Planning/Readiness Program at Pinellas Vocational Technical Institute. Demographic information pertaining to the participants is located on Page 22 of this report.

The Career Planning/Readiness Program for Single Parents and Homemakers operates on an individualized open-entry/open-exit basis in order to accomodate the special needs of participants. The initial program is of a "pre-enrollment" nature which focuses on helping students increase self-awareness, knowledge of career opportunities, and planning and problem solving skills. The program also functions as a means to facilitate the participant's transition into the educational setting, and consequently the work force.

On an individualized basis, students participate in a series of activities including academic, interest and aptitude assessment, values clarification, behavior modification, job shadowing, work smapling, career exploration, decision making, problem solving and goal setting.

Once the participant has established a vocational goal he/she proceeds with developing necessary plans to achieve the goal including arranging for financial aid, child care, transportation, applying to school, and budget planning. This process includes referrals to appropriate agencies and institutions. Funds are available through the Program to temporarily provide support services until other sources of financial assistance are located.

Once the participant has enrolled in a training program, the Single-Parent/Homemaker Counselor continues to provide support and monitor progress to enhance the student's success rate. This contact continues even after the participant has secured employment for follow-up purposes.

For the sake of clarification, each Objective, and the Methods used to achieve it will be addressed individually.

OBJECTIVE I

To develop participants' increased self-awareness and improved self-appraisal skills relating to appropriate career choices, particularly non-traditional and high placement/wage areas.

Career planning assistance (including assessment, Counseling and Exploration) is a vital component of the Single-Parent/Homemaker Program. Potential students are encouraged and assisted to gather information

METHODS (CONTINUED)

OBJECTIVE I (CONTINUED)

about their abilities, interests, values and the world of work, prior to enrollment in vocational training. An individualized career planning program is then developed for each student, with an emphasis on non-traditional high placement/wage careers. (See Page 23.)

A wide variety of assessment instruments and career exploration material is available to meet the unique needs of students (see Page 24, 24a). During orientation potential students view a filmstrip on non-traditional careers. After completing the assessment process, students are encouraged to consider non-traditional opportunities if appropriate.

OBJECTIVE II

To provide participants with problem identification and solving skills, particularly those associated with child care, transporation, financial planning, time management and decision making.

The Single-Parent/Homemaker Counselor on an on-going basis assists students through individual and group counseling to identify potential obstacles and develop plans to deal with them. Referrals to various community agencies are made as needed (see Page 25).

Support and assistance is provided on an on-going, as-needed basis in the form of:

1) Scheduled Group Presentations by guest speakers concerning areas of need as identified by the target population (Budget Planning, Grooming, etc.)

2) Guidance resources (filmstrips, software, books, etc.) dealing with a variety of life skills (see Page 24, 24a).

OBJECTIVE III

Assist participants in making successful transitions into vocational training and subsequently into the work force.

The Single-Parent/Homemaker Counselor establishes a close relationship with all participants to assist the students and to monitor their progress in vocational training. Students are encouraged to seek assistance from the Program Counselor whenever difficulties (school and non-school related) arise. Through a written referral process, instructors notifying the Program Counselor when students are experiencing problems which are interferring with progress (see Page 26).

METHODS (CONTINUED)

OBJECTIVE III (CONTINUED)

Early detection of, and attention to problems such as poor attendance, attitudes, weak academic skills and personal concerns has enabled the Program Counselor to assist students deal with difficulties and find solutions. Computer Software Programs which address various areas of employability, life and study skills, are available for Single-parent/ Homemaker students who indicate a need to develop such skills (see Page 24, 24-A). In addition to these special services provided by the Single-Parent/Homemaker Counselor, services available to all students include:

1) Employability instruction (included in the curriculum of all technologies).

2) Assistance provided by Job Placement personnel in the areas of interviewing skills, resume preparation, and job seeking and keeping skills.

3) Participation in various student organizations, such as Student Council, VICA, etc.

OBJECTIVE IV

To cooperate with Agencies and Programs outside the school, (such as FACE, JTPA, Vocational Rehabilitation, Latchkey, SPJC and NIPS), to maximize the participants chances for success in training and employment.

A major component of Pinellas Vocational Technical Institute's Single-Parent/Homemaker Program is a comprehensive referral process. The importance of establishing a strong networking with community agencies was recognized early on in the development of the Single-Parent/Homemaker Program. Numerous community agencies were contacted and provided with information about the Program. (See Summary Page 27). Pinellas Vocational Technical Institute's Single-Parent/Homemaker Counselor strives to maintain and improve networking through continuous reciprocal referrals and cooperative efforts such as Advisory Committees, Task Force Participation, membership information coalitions, and conference and workshop attendance.

OBJECTIVE V

Continually evaluate the effectiveness of services provided to make modifications as needed to meet the individual needs of participants.

METHODS (CONTINUED)

OBJECTIVE V (CONTINUED)

The Single-parent/Homemaker Program is open to evaluation and revision on an on-going basis. In order to meet the needs of clients various approaches are implemented in an effort to determine the most effective delivery of services. Also new ideas and approaches learned through conferences and workshops attended are frequently implemented.

The Single-Parent/Homemaker Program had been in operation at Pinellas Vocational Technical Institute for approximately three (3) months when it became apparent that the participants' most desparate needs were financial in nature. A budget amendment was prepared, submitted and approved, which provides funds for support services including: child care, transportation, tuition, books and tools and tutoring. Funds were also requested to assist in the area of Public Relations and Recruitment.

The following amended Objectives have been incorporated into the Single-Parent/Homemaker Program:

- To provide limited financial assistance for transportation to a maximum of forty (40) Single-Parent/Homemaker participants with the greatest financial need who are enrolled in a high wage/placement vocational training program.

- To provide limited financial assistance for child care services to a maximum of forty (40) Single-parent/Homemaker participants with the greatest financial need who are enrolled in a high wage/placement vocational training program.

- To be able to finance tutorial services for those students deserving such help or for which instructors have identified as having difficulty maintaining satisfactory progress in his/her chosen technology.

- To provide books, tools and supplies to program participants who are unable to acquire these through their own means or financial resources.

- To develop an awareness program in order to inform Single-Parents and Homemaker about Pinellas Vocational Technical Institute's Program.

In order to implement the Objectives relating to payments made to participants for services, specific eligibility requirements were first established. Based on this criteria, the Single-Parent/Homemaker Program Counselor determines eligibility for the disbursement of funds. Working with a consultant, an accounting system was identified and implemented. A part-time counselor was hired to work on specific public relations activities also.

METHODS (CONTINUED)

OBJECTIVE VI

To support the Program within two (2) years through school based funding.

In Pinellas County, Counselor units are assigned to adult vocational centers on the basis of enrollment figures.

In order for the County School System to support the Single-Parent/ Homemaker Counselor, enrollment of the target population will need to be significant enough to justify such action. With this in mind the Single-Parent/Homemaker Program places an emphasis on student recruitment.

The utilization of community resources to provide financial assistance to students is strongly encouraged. Participants are routinely referred to appropriate community agencies for assistance in areas of child care, transportation, tuition and training materials. All eligible participants are encouraged to apply for all possible federal financial aid programs.

OBJECTIVE VII

Involve local business and industry in the Program through the Pinellas Vocational Technical Institute's General Advisory Committee.

The first meeting of the Advisory Committee for the Single-Parent/Homemaker Program was held on June 25, 1987. The Committee consists of twelve (12) members representing a variety of organizations. A listing of the Advisory committee members appears on 28. The Agenda of the first meeting is on Page 29.

OBJECTIVE VIII

To recruit eligible participants for the Program through working with various agencies as needed.

Cooperation with community organizations is a high priority for the Single-Parent/Homemaker Program at Pinellas Vocational Technical Institute. The methods used to establish and maintain networking with various agencies is described previously in the section under Objective IV. In order to expand outreach and recruitment efforts a part-time consultant was hired. The consultant contacted by phone and/or letter, local churches, clubs and social organizations, public libraries, adult education centers and radio and TV stations.

METHODS (CONTINUED)

OBJECTIVE VIII (CONTINUED)

Information brochures were distributed and presentations were conducted with various community groups.

OBJECTIVE IX

Provide participants with marketable skills in order to secure employment primarily in non-traditional high placement/wage occupations.

Pinellas Vocational Technical Institute offers training in over thirty (30) high demand occupations. All training programs were available to Single-Parents and Homemakers. Participants are first provided with comprehensive career planning assistance to provide information regarding interests, aptitudes, academic skills and vocational values. Through individual counseling students are assisted in matching personal characteristics with occupations and training opportunities. Through this process, participants are able to make a better informed career choice which greatly increases their potential to succeed in training and subsequently in the work force. All Program participants are informed of non-traditional opportunities and encouraged to pursue such a goal if appropriate.

Support services and financial assistance provided through the Single-Parent/Homemaker Program are vital to assist students to maintain their commitment to their goal of obtaining marketable skills and becoming self sufficient.

OBJECTIVE XI

To provide cooperative vocational education and apprenticeship opportunities to participants when appropriate.

All students in training at Pinellas Vocational Technical Institute have the opportunity to participate in the cooperative education program through the Co-op Option. All Single-Parents and Homemakers are informed of this opportunity and encouraged to pursue it if appropriate.

Apprenticeship training opportunities in five (5) different construction trades are available through Pinellas Vocational Technical Institute. (See Pages 30,30-A). Single-Parents and Homemakers who exhibit the interest and aptitude in such training are provided with admission information and referred to the apprenticeship coordinator on the Pinellas Vocational Technical Institute's campus.

FINDINGS & ANALYSIS

For purposes of clarification the Findings and Analysis relating to each program objective is discussed individually as follows:

OBJECTIVE I

- Develop in participants increased self-awareness and improved self-appraisal skills relating to appropriate career choices, particularly non-traditional and high placement/wage areas.

During the 1986-1987 Grant Year, forty (40) participants received career planning services consisting of academic, aptitude and interest assessment, career exploration activities, and individual counseling, Each participant received an average of six (6) hours of career planning services. These services resulted in increasing the participant's awareness of individual strengths, weaknesses and interests.

Participants also learned of career options, especially non-traditional ones that they had not previously been aware of or exposed to during their lifetime. An additional benefit to students was helping them set realistic and attainable career goals that otherwise may have focused entirely on unrealistic expectations and/or family pressures and influence. During these sessions students were also introduced to data reflecting employment needs of our geographical area and future outlook. It is believed that these activities have assisted program participants to set achievable goals. As a result individual plans can be re-evaluated periodically or adjusted by the student and counselor as the need arises. A written Summary of the results of career planning is prepared for each participant. An example of the report is located on Page 31.

OBJECTIVE II

- To provide participants with problem identification and solving skills particularly those associated with child care, transportation, financial planning, time management, and decision making.

The problems associated with Single Parents and Homemakers participating in vocational training are numerous. Demographic information, collected on approximately 120 program participants supports the major obstacles related to a lack of financial resources, child care and low academic preparation. Approximately 72 of the Single Parents and Homemakers surveyed have children below compulsory school age. Seventy-one (71) of those surveyed do not have a high school diploma or GED. A more detailed

FINDINGS (CONTINUED)

OBJECTIVE II (CONTINUED)

Summary of the characteristics of the program participants appears on Page 22.

Early identification of problems and obstacles is encouraged by the Single-Parent/Homemaker Counselor. Experience has shown that progress and attendance are greatly improved if solutions are implemented prior to enrollment. During the initial orientation and counseling sessions, each participant completes a needs assessment (Page 32), and possible solutions are discussed regarding each problem area. All appropriate referrals are made at this time. The Program Counselor is in frequent contact with the participant during this application phase to monitor and coordinate services. Once the participant has enrolled, if problems or obstacles arise, participants are encouraged to begin working with the Program Counselor as soon as possible. During the first five (5) months of operation approximately eighty (80) Single-Parent/Homemaker participants received individual counseling related to problem identification and problem solving (see Summary Page 33). Of a total of 634 referrals to community agencies, 415 resulted in services being provided to program participants. (See Summary Page 25).

In addition to counseling and referral services, funds are made available through the amended budget provides participants with much needed financial assistance. (See Summary Page 33).

OBJECTIVE III

- Assist participants in making successful transitions into vocational training and subsequently into the work force.

All the services provided to Single-Parents and Homemakers through the Program contributes to successful completion of training and subsequent employment. Approximately 83% of the Single Parents and Homemakers who enrolled in vocational training have remained and are making satisfactory progress. To date two (2) participants have completed training and have been placed in training related jobs. (See Enrollment Summary Page 34).

OBJECTIVE IV

- Cooperate with agencies and programs outside the school, such as FACE, JTPA, Vocational Rehabilitation, Latchkey, SPJC, and NIPS, to maximize the participants chances for success in training and employment.

Effective cooperative relationships with a wide variety of community agencies is a strong point of the Single-Parent/Homemaker Program at

FINDINGS (CONTINUED)

OBJECTIVE IV (CONTINUED)

Pinellas Vocational Technical Institute.

Initially, thirty-six (36) community agencies were contacted by letter and provided with information. Throughout the first six (6) months that the Single-Parent/Homemaker Program has been in operation a total of 634 referrals to twenty-five (25) community agencies were made by the Single-Parent/Homemaker Counselor. Of the referrals made 415 resulted in services being provided to Single-Parent/Homemaker Program participants. A total of thirty-nine (39) referrals from eleven (11) community agencies were made to the Single-Parent/Homemaker Program.

The Single-Parent/Homemaker Counselor is also an active participant in the monthly meetings of Pinellas Coalition for Women and the task force for Pinellas Village - a community endeavor to provide housing and other services to single parents. Summaries of community agency interaction are located on Pages 25 and 27 of the Appendix.

OBJECTIVE V

- Continually evaluate the effectiveness of services provided and to make modifications as needed to meet the individual needs of participants.

In the first five (5) months of operation several modifications have been made to improve services to participants. Various procedural changes have been made. For example, a group orientation session was implemented which not only proved to be more time effective for the Program Counselor, but also a positive experience for the participants. (See Evaluation, Page 35).

The amended budget allowed the Single-Parent/Homemaker Program to address the following amended Objectives. A Summary of the Support Services provided is located on Page 33.

OBJECTIVE V-A

- To provide financial assistance for transportation to a maximum of forty (40) Single Parents or Homemakers with the greatest financial need who are enrolled in a high wage placement vocational training program.

Funds for this service were received in May, 1987 and between that period and June 30, 1987 ten (10) students have received financial assistance in this area. Students eligible for this assistance are required to submit

FINDINGS (CONTINUED)

OBJECTIVE V-A (CONTINUED)

proof of regular and satisfactory attendance on a bi-weekly basis. The aid has been especially helpful in maintaining enrollment for those students who may have otherwise withdrawn due to financial hardship when JTPA discontinued their transportation subsidy. As of June 1, 1987 JTPA ceased funding all clients in this area.

OBJECTIVE V-B

- To provide limited financial assistance for child care services to a maximum of forty (40) Single-Parent/Homemaker participants with the greatest financial need who are enrolled in a high wage/placement vocational training program.

Although four (4) students requested funding for child care during the 1986-1987 Project Year, only one student was able to receive the actual funds. This was primarily due to our requesting the funds too late in the year to allow appropriate time to set up viable accounting procedures. However, accounting procedures have been developed and for the next year fifteen (15) students have already applied and been accepted to obtain funding for this purpose. Students will be receiving a maximum of $40.00 per week for each child who is attending a child care facility while the parent is in school. Prior to receiving approval for this service students are asked to apply to Project Playpen, Latchkey or JTPA for longer-term assistance. Proof of satisfactory school attendance and progress must be submitted periodically by students in order to continue to be eligible for child care funding.

This funding is necessary in that subsidized child care funding from such programs as previously mentioned have an average waiting period of ninety (90) days. Students eligible for child care funding through our program are able to begin training immediately and the majority are able to complete their first quinmester minus the disruptions associated with having unlicensed sitters or unreliable family members to depend upon.

OBJECTIVE V-C

- To be able to finance tutorial services for those students deserving such help or for which instructors have identified as having difficulty maintaining satisfactory progress in his/her chosen technology.

One student received tutorial services for a three (3) week period. This service helped to improve the student's skills in her accounting class and also maintained her confidence. As a result, the student expressed

FINDINGS (CONTINUED)

OBJECTIVE V-C (CONTINUED)

she felt supported and encouraged. She returned for the following school session and it appears she is even more motivated to complete her training successfully.

This student started school with low self-esteem and an overly defensive attitude. Since her involvement with our Program the defensiveness has decreased and the student's overall outlook has become more positive. It is strongly believed that she would have left training if this remediation service was not available at the time.

OBJECTIVE V-D

- To provide books, tools and supplies to program participants who are unable to acquire these through their own means or financial resources.

Upon receipt of funds for books, tools and supplies, a set of required books, tools and supplies for each program was purchased for student use. These items will be kept in storage, inventoried and disbursed as needed by the Program Counselor. Students who borrow books, tools or supplies for their training will have to return them to the Program upon completion or termination of their training.

During the period monies were available, four (4) students were able to acquire their books, tools or supplies from our Program. This service has been advantageous in that students can have these items available to them on the first day of class as well as having the option of purchasing their own or utilizing the Program's material. They are relieved of the anxiety of trying to acquire funds for purchase of these items immediately and are able to begin their studies with less worry and stress.

OBJECTIVE V-E

- To develop an awareness program in order to inform Single-Parents and Homemakers about Pinellas Vocational Technical Institute's Program.

A consultant was hired to assist the Program Counselor with recruitment. A number of agencies were contacted and their staff provided with material and information about our Project. A Summary of these activities is provided in Appendix 27.

In addition, three (3) meetings were held with program participants where community program representatives spoke on topics relevant to students

OBJECTIVE V-E (CONTINUED)

and their individual lives. The three (3) sessions held dealt with financial management, grooming and self-esteem respectively.

OBJECTIVE VI

- Support the Program within two (2) years through school based funding.

As of June 30, 1987 no information is available to indicate that Pinellas County will fund the Single-Parent/Homemaker Program when Federal Funding is no longer available. Progress has been made in the "institutionalizing" of the Single-Parent/Homemaker Program, primarily in the area of awareness.

The staff is much more sensitive to the needs of Single Parents and Homemakers. A flyer containing statistical information relating to Single Parents and Homemakers was developed and distributed to all staff members (see Pages 36, 36-A). Also the staff was invited to preview career planning material which was purchased with Single-Parents/Homemaker funds (see Page 37). The Pinellas Vocational Technical Institute's administration has shown strong support and has expressed interest in securing additional space for the Single-Parent/Homemaker Program.

OBJECTIVE VII

- Involve local business and industry in the Program through the Pinellas Vocational Technical Institute's General Advisory Committee.

On June 25, 1987 the Pinellas Vocational Technical Institute's Single-Parent/Homemaker Program held its first Advisory Committee meeting. Twelve (12) people were present for this meeting. The members represent various agencies and businesses throughout the Pinellas County area. They are as follows:

HRS, WIN Program
Division of Vocational Rehabilitation
Work Force
Project Self-Sufficiency
Florida Power Corporation
Project Playpen
Juvenile Welfare Board
Duncan Construction Company
FACE Learning Center
HRS, AFDC Program

FINDINGS (CONTINUED)

OBJECTIVE VII (CONTINUED)

Members were very positive toward our Program and expressed hope that they can assist us with identifying needs of students.

It was also discussed how cooperative methods can be made amongst our different organizations to enhance Program content and motivate more people to take advantage of the services being offered. Areas mentioned for future porjects and/or discussions were: establishing scholarships for Program participants, job club, consolidation of training activities and other similar activities that would help develop and expand overall Program effectiveness.

Most of the persons present at the meeting are individuals with many years of experience in their respective fields.

OBJECTIVE VIII

- Recruit eligible participants for the Program through working with various agencies as needed.

A concentrated effort in outreach and recruitment for the Single-Paren/ Homemaker Program began when a consultant working part-time was hired in April, 1987. Dissemination of information was the primary focus of this initial effort. Two hundred and eighteen (218) contacts were made with various community groups (see Page 38). A total of forty-four (44) flyers were posted and 1,273 brochures (Pages 39, 39-a) distributed. A more detailed summary of the outreach/recruitment effort appears on Page 27.

OBJECTIVE IS

- Increase the participant's self-confidence and self-esteem.

Presently no qualitative evaluation has been developed to address this Objective.

However, 83% of the Program participants are succeeding in training. For many participants this is their first successful experience with vocational training which in turn contributes greatly to the building of self-confidence and self-esteem.

FINDINGS (CONTINUED)

OBJECTIVE X

- Provide participants with marketable skills in order to secure employment primarily in non-traditional, high placement/wage occupations.

During the first five (5) months of operation a total of sixty-five (65) Single-Parents or Homemakers have enrolled in full-time training programs. Of the total, twenty-nine (29) students have enrolled in non-traditional and/or high wage programs. As of June 30, 1987, two (2) students completed training and were placed in related jobs. Of this total, one (1) job placement was in a non-traditional, high wage occupation.

The counseling support, career planning and readiness services, and proper financial assistance that the Single-Parent/Homemaker Program has provided to participants has enabled 83% of the total number of students to remain in training. Refer to Page 34 of the Appendix for additional enrollment/placement information.

OBJECTIVE XI

- Provide cooperative vocational education and apprenticeship opportunities to participants when appropriate.

As of June 30, 1987 one (1) Single-Parent/Homemaker Program participant has enrolled in the Cooperative Education Program. One reason for the low Co-op Option participation is that the Co-op Option is recommended for the last 25% of a training program. It is anticipated that during the 1987-1988 year as currently enrolled students progress further in their training programs, more students will elect to pursue the Co-op Option.

As of June 30, 1987 the majority of Single-Parents and Homemakers had been in training for approximately five (5) months and are therefore not eligible for Co-op.

For the 1986-1987 Grant Year, none of the Single-Parents or Homemakers enrolled have elected to pursue training through the apprenticeship program. This is primarily due to the fact that the apprenticeship program begins once a year, in September. The Single-Parent/Homemaker Counselor did not begin working with students until February 1987. It is anticipated that some Single-Parents and Homemakers may exercise the option of apprenticeship training in the next year.

CONCLUSIONS & RECOMMENDATIONS

The Single-Parent/Homemaker Program has been extremely successful for the first six (6) months of full operation. To date, sixty-five (65) single Parents and Homemakers have received services through the program, which exceeds the original commitment to forty (40) participants.

Public Relations and Recruitment efforts have also been very successful. Approximately twenty (20) new Single Parents or Homemakers are participating in orientation each week. It is anticipated that by October 1, 1987 it may be necessary to establish a waiting list for the financial assistance provided through the Program. (Child care, transportation, etc.)

Additional efforts in the area of public relations and recruitment during the 1987-1988 Grant Year will include publishing "Success Stories" of Program completers and locating "Role Models" within the community to assist in the promotion of non-traditional careers. The Advisory Committee will assist in this task.

An analysis of the participants' characteristics (Page 22) indicates that program participation of Black and Hispanic Single-Parents and Homemakers is significantly below what would be expected when compared with their actual presence in the community. In view of this, special efforts will be implemented to recruit minority Single-Parents and Homemakers.

Networking with various community agencies will continue to increase as efforts are being made to develop additional contacts with agencies that provide services to Single-Parents/Homemakers. The Advisory Committee may undertake the project of developing a "Guidebook to Community Agencies" for use by program participants. Also, a more effective method of referral follow-up will be implemented to ensure non-duplication of funds among agencies.

The counseling support and other services provided through the program are having a positive effect on the Single-Parents and Homemakers enrolled in training. Initial evaluation indicates that the students receiving assistance through the program have a lower withdrawal rate when compared to the overall student population. However, not enough time has passed to allow an accurate assessment. During the next Grant Year, student progress, program completions and job placement statistics will be closely monitored and an accurate comparison study conducted.

Overall, the Single-Parent Program operated smoothly and efficiently this year. Program personnel were somewhat overwhelmed by the sheer numbers of single parents and homemakers in need of services. The most time consuming aspect of the program was associated with providing the financial support for child care, transportation and books and tools. An entirely new procedure was developed and implemented which required a great deal of time and effort on the part of the Single-Parent/Homemaker Counselor.

CONCLUSIONS & RECOMMENDATIONS (CONTINUED)

During the 1987-1988 Grant Year efforts to streamline the bookkeeping procedures will be implemented to allow the Single-Parent/Homemaker Counselor more time to devote to individual counseling and IEP Preparation.

The Program Counselor, part-time consultants and other staff members involved with the Single-Parent/Homemaker Program feel a sense of accomplishment and pride in the level of success the program has shown this year. All concerned believe that a vital need in the community is being addressed through the efforts of the Program. Exciting changes and growth for the Single-Parent/Homemaker Program are envisioned for the 1987-1988 year. A high level of optimism and enthusiasm for continued success of the Program is apparent.

APPENDIX

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SINGLE-PARENT/HOMEMAKER PROGRAM

*SUMMARY OF PARTICIPANTS CHARACTERISTICS
1986 - 1987

TOTAL FEMALE: - 98
TOTAL MALE: - 1
TOTAL SINGLE PARENT: - 105
TOTAL HOMEMAKER: - 15

CHARACTERISTICS	SINGLE PARENT	HOMEMAKER
AGE:		
16 - 20	14	0
21 - 25	29	0
26 - 30	24	1
31 - 40	16	6
41 - 50	5	7
51 - 60	1	1
Over 60	0	0
NUMBER OF DEPENDENT CHILDREN:		
1 - 2	60	7
3 - 4	24	3
5 or more	2	0
AGES OF DEPENDENT CHILDREN:		
2 and under	23	0
2 - 5	47	2
6 - 12	31	4
13 - 18	14	7
RACE:		
Black	14	2
White	65	8
Hispanic	0	1
Asian	1	1
American Indian	0	0
INCOME (YEARLY):		
UNDER - $4,000	49	5
$4,000 - $7,000	15	2
$7,000 - 10,000	7	1
$10,000 - 12,000	5	4
OVER - 12,000	2	1
EDUCATION LEVEL:		
Less than 8th Grade	0	1
8 - 11	26	2
High School Diploma/GED	53	6
13+	6	2

*Discrepencies in numbers reflect the fact that services to participants were provided simultaneously with the development of data collection procedures.

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SINGLE PARENT/HOMEMAKER PROGRAM
INDIVIDUALIZED EDUCATION PLAN (IEP) DATE: _____

NAME: _____ SS#: _____

STUDENT NEEDS ACTION TAKEN

CAREER PLANNING
___ Aptitude assessment.....
___ Interest assessment.....
___ Academic assessment.....
___ Career Exploration.....

PERSONAL/LIFE SKILLS
___ Motivation .....
___ Budget Planning.....
___ Assertiveness Training.....
___ Decision Making/Problem solving.....
___ Time Management.....
___ Self-awareness.....
___ Basic Living Skills.....
___ Communication skills.....
___ Self-esteem/confidence.....
___ Interpersonal Relationships.....
___ Stress Management.....

EMPLOYABILITY SKILLS
___ Job seeking skills.....
___ Job keeping skills.....

ACADEMIC READINESS
___ Study Habits.....
___ Test Taking Skills.....
___ GED.....
___ Math/Reading Improvement.....

SUPPORT SERVICES
___ Child Care.....
___ Transportation.....
___ Financial Aid.....

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SINGLE PARENT AND HOMEMAKER PROGRAM
CAREER PLANNING/READINESS INVENTORY LIST

CAREER ASSESSMENT

Talent Assessment Program (TAP)
Pictorial Inventory of Careers (PIC)
Self-Directed Search (SDS)
VIP

CAREER EXPLORATION

SOFTWARE PROGRAMS

Work Series
Setting Career Goals
Career Decision Making
Computerized Career Assessment and Planning
Career Surveys
Vo-Tech Quick Screener
Life and Career Planning

AUDIO/VISUAL

The Fascinating World of Work (78 Job Titles)
Non-Traditional Careers for Women
Career Choice - A Life Long Process

OTHER

Florida View (86-87 Edition)
CHOICES

PERSONAL/LIFE SKILLS

SOFTWARE PROGRAMS

Motivation: Go For It
Computing Your Income
Assertiveness Training - Saying No
Decision Making - A Methodical Approach
Self-Evaluation Series
Managing Your Time
Stress Management
Decision Making and Problem Solving
Health Awareness Game
Personality Profile
Problem Solving - Using Your Head Creatively
Self-Exploration Series

AUDIO/VISUAL

Basic Living Skills Series

CAREER PLANNING READINESS INVENTORY LIST CONTINUED

EMPLOYABILITY SKILLS

SOFTWARE PROGRAMS

Work Habits for Job Success
Job Hunter's Survival Kit
Personal Habits for Job Success
Following Directions
Positive Attitudes Toward Work
Job Stress and Burn-Out

AUDIO/VISUAL

Planning for Success Series

ACADEMIC READINESS

SOFTWARE PROGRAMS

Learning Improvement Series
Test Taking Made Easy
Study Skills
Achievement Skills

AUDIO/VISUAL

Study Series
Why We Study

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SIGNLE-PARENT/HOMEMAKER PROGRAM

COMMUNITY REFERRAL SUMMARY (1986-1987)

AGENCY	Referrals from SP/H Program to Community		Referrals from Community to Single-Parent Homemaker Program
	Participants Referred	Participants Received Services	
Community Child Care Agencies	100	86	-
J.T.P.A.	110	100	10
Vocational Rehabilitation	8	4	3
Community Mental Health	3	3	-
A.F.D.C.	23	18	4
Food Stamps	30	26	-
Subsidized Housing	44	17	5
FACE	20	10	2
Other Educational Institutions	13	3	3
Financial Aid (PVTI)	120	65	1
Spouse Abuse Center	9	3	2
Free Clinic	16	11	-
Cooperative Extension Service	2	1	-
Food Bank	36	29	-
Clothes Closet	5	5	-
WIN Program	12	9	7
Medically Needy Program	31	8	-
Social Security	4	2	-
Children's Medical Services	2	2	-
Veterans Administration	3	2	-
Family Services	4	2	1
Catholic Social Services	1	1	-
Legal Aid	22	3	-
Child Support	16	5	-
Churches	-	-	1
Self	-	-	41
*TOTALS	634	415	**39

* The majority of participants were referred to more than one agency.

**Does not include Self-Referrals.

STUDENT'S NAME: _____

TECHNOLOGY _____

QUINMESTER _____

REFERRAL TO STUDENT SERVICES

Please refer students who you feel may have attitude, attendance, progress, or personal problems. As Counselors we are happy to assist you and your students.

INSTRUCTOR MUST COMPLETE:

A. PROGRESS

		CIRCLE	
1)	I have met with this student regarding my concerns for him/her:	Yes	No
2)	This student's progress is:	Sat.	Unsat.
3)	This student's attendance is:	Good	Poor
4)	If attendance is poor:	No. Absences:	____
		No. Tardies:	____

B. Instructor's areas of concern for this student are: (CHECK)

_____ Reading skills

_____ Math skills

_____ Lack of motivation/Interest in Technology

_____ Lack of independent work habits, study skills

_____ Attitude

_____ Behavior

C. Instructor's comments and/or recommendations:

_____

_____

_____

_____

DATE _____

_____
Instructor's Signature

Ext. No. _____

CFS:rmd
2/86

PINELLAS VOCATIONAL TECHNICAL INSTITUTE

SINGLE-PARENT/HOMEMAKER PROGRAM
OUTREACH/RECRUITMENT SUMMARY (1986-1987)

TYPE OF ORGANIZATION	TOTAL # OF CONTACTS	TYPE OF CONTACT				INFORMATION DISSEMINATION		
		PHONE	LETTER	IN PERSON	GROUP PRESENTATION	FLYERS POSTED	BROCHURES DISTRIBUTED	OTHER
Religious Organizations	133	133	133	-	2	4	857	-
Clubs and Community Groups	9	9	9	-	2	4	60	-
Adult and Community Schools	5	-	-	5	-	10	60	-
Public Libraries	13	-	-	13	-	26	260	-
Radio Stations	16	-	-	16	-	-	-	Each Station Received 2 Public Service Announcements
TV Stations	6	-	-	6	-	-	-	-
Community Service Agencies	36	-	36	-	1	-	36	-
TOTAL	218	142	178	40	5	44	1,273	

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SINGLE PARENT/HOMEMAKER ADVISORY COMMITTEE
DEPARTMENT CHAIRPERSON - CHARLOTTE STILWELL
ADMINISTRATOR - EDWARD GAFFNEY

NAME & TITLE	BUSINESS NAME & ADDRESS	PHONE
Ms. Grace Fulton	WIN Program 1100 Cleveland Street, 6th floor Clearwater, FL 34616	461-1616
Ms. Martha Smith Supervisor	Division of Vocational Rehabilitation 2189 Cleveland Street, Suite 203 Clearwater, FL 34615	
Ms. Jane DeVore	Project Self Sufficiency P.O. Box 960 Clearwater, FL 33517	443-1465
Ms. Elizabeth Shaw	WORKFORCE 1245 N. Hercules Avenue Clearwater, FL 34625	545-4511
Mr. Guy Coolie	Project Playpen 4140 49 Street North St. Petersburg, FL 33709	521-1853
Mr. James Mills	J W B 4140 49th Street North St. Petersburg, FL 33709	521-1853
Ms. Marian Cacciatore	Florida Power Corporation P.O. Box 14042 St. Petersburg, FL 33733	895-8711
Ms. Cheryl Jewett	FACE Learning Center Twin Towers II, Suite #8 12945 Seminole Boulevard Largo, FL 33544-7787	585-8155
Ms. Evelyn Rust Human Services Program Supervisor	H R S 2255 East Bay Drive Clearwater, FL 34624	536-5911
Ms. Margaret Speigner	Duncan Construction Company 2570 25th Avenue North St. Petersburg, FL 33713	323-1611

"The School Board of Pinellas County, Florida"
PINELLAS VOCATIONAL TECHNICAL INSTITUTE

ROBERT G. WAGNER
Director

SINGLE-PARENT/HOMEMAKER PROGRAM

ADVISORY COMMITTEE MEETING

JUNE 25, 1987

2:30 p.m.

A G E N D A

I. WELCOME

II. INTRODUCTIONS

III. HISTORY AND OVERVIEW OF THE SINGLE-PARENT/HOMEMAKER PROGRAM AT P.V.T.I.

IV. REVIEW OF PROGRAM OBJECTIVES AND NEEDS

V. DISCUSSION OF COMMITTEE BY-LAWS AND ELECTION OF OFFICERS

VI. CLOSING COMMENTS

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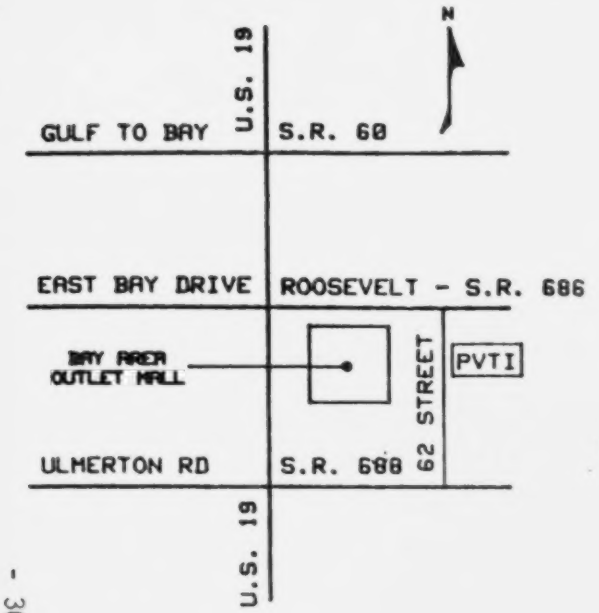
LOCATION



- 30 -

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- Full and Part-time Job Placement Assistance
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- Financial Aid
- Individualized Reading and Math Instruction
- Co-educational Programs
- Competency-Based Instruction
- Programs Approved for VA Training
- Co-operative Education Programs
- Evening Programs

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If you enjoy working with your hands while using your head

And if you would like to earn a good salary while preparing for your career

Then apprenticeship training leading to a career in construction may be your answer

WHAT IS APPRENTICESHIP TRAINING?

Apprenticeship training is a well-planned, carefully design education program which enables you to become a highly skilled mechanic within a prescribed period of time, combining on-the-job training with related classroom instruction to teach you the HOW and WHY of your chosen craft.

WHAT ARE THE BENEFITS OF APPRENTICESHIP TRAINING?

Apprenticeship training gives you the opportunity to "Earn while you Learn." As an apprentice, you begin working at a salary of at least 50% of the average journeyman's rate for the company to which you are assigned. For every 1000 hours you work, you are entitled to a raise of at least 5%. By the end of your prescribed period of training, you will be receiving the wages of a skilled mechanic.

Persons who complete apprenticeship training experience a lower lay-off rate, higher salaries, and more opportunities for advancement than do fellow workers who have not participated in the program.

WHERE DOES THE APPRENTICESHIP LEAD?

Graduates of Apprenticeship training can go on to become:

- Foremen
- Superintendents
- Estimators
- Vocational Instructors
- Company Owners
- Suppliers
- Building Inspectors
- Project Managers

HOW CAN I BE ASSURED OF A PROPER EDUCATION?

Apprenticeship training programs are administered on the National and Chapter levels by a staff of training professionals and by committees of contractors interested in the future of the apprentice and the construction industry.

All apprenticeship training program standards are registered and approved by state apprenticeship councils and the Bureau of Apprenticeship and Training, U.S. Department of Labor. Graduates of all programs receive credentials that are recognized nationwide.

WHAT ARE THE QUALIFICATIONS FOR ENTERING APPRENTICESHIP?

Applicants for apprenticeship training must:

- be of legal age to work with the tools of the trade — usually 18
- be physically fit to do construction work
- have transportation to the job sites

Following the national policy our apprenticeship programs are open to anyone regardless of race, color, creed, sex, or national origin.

All apprenticeship applicants are selected in accordance with Title 29 CFR Part 30, as issued by the Office of the Secretary U.S. Department of Labor.

ARE APPRENTICESHIP TRAINING PROGRAMS VA APPROVED?

Registered apprentices having sufficient military service after January 31, 1955, are eligible to receive financial assistance from the Veterans Administration.

OPPORTUNITIES

Trade: Carpenter (Construction)
Training Period: 4 years
Description: Erects framework in buildings, including subflooring, sheathing, partitions, floor joists, studding, and rafters. Installs molding, wood paneling, cabinets, window sashes, door frames, doors and hardware. Builds concrete forms for decks, columns, piers and retaining walls. Erects scaffolding and temporary buildings. Installs heavy timber for docks, railroad trestles, etc.
Working Conditions: Climbing necessary. Prolonged periods of standing and squatting. Injury risks from falling and cutting. Most work done outdoors.

Trade: Electrician (Construction)
Training Period: 4 years
Description: Lays-out, assembles, installs and tests electrical fixtures, apparatus and wiring used in electrical systems. Installs and connects electrical machinery, electronic equipment, controls, signal, and communicatioas systems.
Working Conditions: Prolonged periods of standing and working in cramped quarters. Injury risks from falls, cuts, and shock. Much work done indoors.

Trade: Glazier
Training Period: 3 Years
Description: A skilled glazier will be called upon to undertake a wide variety of glass installation jobs such as windows, store fronts, mirrors and shower doors. Such jobs include new work and replacement work in residential jobs and large commercial jobs.
Working Conditions: Climbing necessary. Prolonged periods of standing and squatting. Working at high altitude. Injury risks from falling and cutting. Work done indoors and out.

Trade: Pipefitter-Refrigeration, Heating and Air Conditioning
Training Period: 4-5 Years
Description: Installs and maintains the piping, equipment, and controls used in refrigeration, heating and cooling systems.
Working Conditions: Prolonged periods of standing and working in cramped quarters. Injury risks from falls and shock. Work done indoors and out.

Trade: Plumber - Pipefitter
Training Period: 4 Years
Description: Installs pipe systems that carry water, steam, air, or other liquids or gases needed for sanitation, industrial production or other uses. Also alters and repairs existing pipe systems and installs plumbing fixtures, appliances, and heating and refrigeration units.
Working Conditions: Prolonged periods of standing and working in cramped quarters. Injury risks from falls, cuts, and burns. Work done indoors and out.

Trade: Sheet Metal Worker
Training Period: 4 Years
Description: Fabricates and installs ducts used in ventilating, air-conditioning, and heating systems. Also fabricates and installs metal roofing, guttering, and siding; partitions; store fronts, etc.
Working Conditions: Prolonged periods of working in awkward and relatively inaccessible places. Injury risks from falls, cuts, and burns. Work done indoors and out.

FOR ADDITIONAL INFORMATION PLEASE CONTACT OUR APPRENTICESHIP COORDINATOR AT 531-3531.

30-A

...STITUTE

6100 - 154th Avenue North Clearwater, Florida

C.A.V.E. ASSESSMENT REPORT

STUDENT'S NAME: _____ SS # _____

AGENCY Self TESTING DATES Apr. 30, 1987 & May 5, May 15, 1987

TEST RESULTS:

1. GATB Scores available at Florida State Employment Services, Clearwater, Florida CONTACT: MR. AL BAKER - Phone: 797-5151
2. CTBS - Grade Level 12.9 Reading comprehension
3. CTBS - Grade Level 8.3 Mathematics
4. COPS - Profile attached
5. OTHER: CHOICES - EXPLORE
   VIP

Student did not complete CAVE Testing _____

Student did not meet with Counselor _____

To re-schedule for testing or counseling, the student or agency must make an appointment. PLEASE CONTACT MS. AUDREY COLLINS - Phone 531-3531, Ext. 212

DATE: MAY 18, 1987 PVTI COUNSELOR: VICTORIA S. BUTLER

Phone: 531-3531, Ext. 212

COUNSELOR'S COMMENTS:

Sandy is a Single-Parent who needed some advice and guidance regarding career options. She has recently been working as a secretary for Kelly Temporary Services. However, she says he is most unhappy doing this kind of work and wants something with more of a challenge.

Her GATB scores were highest in the P, Q, K, F and M subtests. All these were in the 72nd to above percentiles. Sandra scored 94 in the F Section, which indicates the ability to work with fingers assembling or repairing small items.

In order to help Sandra narrow down appropriate career options, she was introduced to the Florida Choices program. The results demonstrated that Sandra aught to look into opportunities in Sales or teaching the handicapped. The VIP program profile indicated similar career suggestions, as well as something in the arts.

This related to Sandra's COPS Inventory scores which listed Arts (Professional) as her strongest interest profile with business second.

In reviewing and discussing this information further, Sandra stated she liked photography and had always toyed with the prospect of becoming a professional photographer. I explored the possibility of enrollment in PVTI's Commercial Art program which included some photography in its curriculum. Sandra seemed receptive to this but felt she needed to give it more thought.

...:rmd 5/19/87

PINELLAS VOCATIONAL TECHNICAL INSTITUTE

Name _____ SINGLE PARENT/HOMEMAKER PROGRAM SS# _____

NEEDS ASSESSMENT

TRUE	FALSE	PLEASE MARK EACH STATEMENT EITHER TRUE OR FALSE
____	____	I do not really know what job(s) I would be interested in doing.
____	____	I do not really know what kinds of jobs I would be successful in.
____	____	I need more information about my own interests and aptitudes.
____	____	I need help in exploring occupations.
____	____	I need information about the local employment outlook for jobs.
____	____	I need help in locating information on jobs.
____	____	I have difficulty making decisions.
____	____	I have difficulty in identifying obstacles/problems and working out solutions.
____	____	I have a hard time making plans and following through with them.
____	____	I need help in setting goals and developing plans to achieve my goals.
____	____	I need help in increasing my own self-awareness.
____	____	I do not feel I know myself very well.
____	____	I do not have very much confidence in myself.
____	____	I need help in improving my self-confidence/esteem.
____	____	I want to like myself more.
____	____	I sometimes don't get along well with other people.
____	____	I have difficulty communicating with people.
____	____	I need to manage my time more efficiently.
____	____	I do not cope with stress very well.
____	____	I loose interest in things easily.
____	____	I need help in budgeting my income.
____	____	I need to develop effective job seeking skills.
____	____	I need to improve my work habits.
____	____	I sometimes have problems keeping a job.
____	____	I am afraid of going back to school.
____	____	I need to develop better study skills.
____	____	I need to get a GED.
____	____	My math and reading skills probably need improvement.
____	____	I will need assistance in locating and/or paying for child care in order to attend school.
____	____	I do not have a reliable form of transportation to and from school.
____	____	I will need assistance in locating and/or paying for transportation to and from school.
____	____	I will need financial aid in order to attend school.

PLEASE USE BACK FOR ADDITIONAL COMMENTS.

PINELLAS VOCATIONAL TECHNICAL INSTITUTE

SINGLE PARENT/HOMEMAKER PROGRAM

SUMMARY OF CLIENT SERVICES (1986-1987)

ACTIVITY	*HOURS SPENT BY PROGRAM PERSONNEL	PARTICIPANTS SERVED	DOLLARS EXPENDED (IF APPLICABLE)
ORIENTATION TO PROGRAM	180	120	-
CAREER PLANNING SERVICES	240	40	-
INDIVIDUAL COUNSELING	305	80	-
REFERRALS TO COMMUNITY AGENCIES	240	120	-
SUPPORT GROUP MEETINGS	60	30	-
SUPPORT SERVICES			
CHILD CARE	30	1	$167.00
TRANSPORTATION	36	9	$478.00
BOOKS, TOOLS & SUPPLIES	24	4	**$3,654.08
TUITION	2	2	$75.51
TUTORING	2	1	$90.00
MISCELLANEOUS	2	1	$92.00

*Includes preparation and coordination time in addition to actual client contact.

**Materials purchased will remain the property of the Single-Parent/Homemaker Program and are only for students use while they are enrolled in training.

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
SINGLE-PARENT/HOMEMAKER PROGRAM

FULL-TIME ENROLLMENT SUMMARY (1986-1987)

STUDENT STATUS	TOTAL # OF PARTICIPANTS
ENROLLMENTS	
TOTAL ENROLLMENT - (2/1/87-6/30/87)	66
NON-TRADITIONAL PROGRAMS	20
HIGH WAGE PROGRAMS	*29
COOPERATIVE EDUCATION	1
APPRENTICESHIP	0
PROGRAM COMPLETIONS	
COMPLETED TRAINING	2
JOB PLACEMENTS	
TOTAL PLACED IN TRAINING RELATED JOBS	2
PLACED IN NON-TRADITIONAL JOBS	1
PLACED IN HIGH WAGE JOBS	**1
NON-COMPLETIONS	
WITHDREW WITH MARKETABLE SKILLS	0
WITHDREW WITHOUT MARKETABLE SKILLS	11
TRANSFERRED TO OTHER SCHOOLS	1
WITHDREW - PLANS TO RE-ENROLL	2

* Non-Traditional enrollment included.

**Non-Traditional placement included.

PINELLAS VOCATIONAL TECHNICAL INSTITUTE

SINGLE-PRENT/HOMEMAKER PROGRAM ORIENTATION

E V A L U A T I O N

DATE Aug 14, 1987 PRESENTER Victoria Butler

Please answer the following questions. Your answer will help us improve our Program and better serve your needs.

	I AGREE	I DISAGREE	NOT SURE
1) The information and materials presented will be useful to me as a student at PVTI.	X		
2) I learned something new today	X		
3) I am glad I came to this orientation session.	X		
4) The speaker made herself/himself clear and was easily understood.	X		
5) The speaker appeared organized and presented information in an interesting manner.	X		
6) The filmstrip was especially interesting and encouraged me to consider the possibility of training for a non-traditional career field.	X		
7) I would encourage a friend or relative to come to PVTI.	X		
8) I would encourage a friend or relative to participate in the Single-Parent/Homemaker Program.	X		
9) I met some very nice people at this session and I hope I will get to know them better.	X		
10) I plan to enroll as a student at PVTI very soon.	X		
11) The Single-Parent/Homemaker Program sounds like a worthwhile program.	X		

12) Overall this orientation was -

a) Interesting

b) Helpful very informative fills my needs

c) Boring

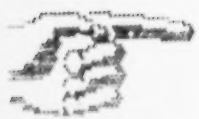
d) Not relevant to my specific needs

13) Please provide suggestions on how we can improve this orientation and make it better? I found it to be very interesting

14) What did you like best about this orientation session? the opportunities available to enable me as a single parent to go to school and further my education

VSB:cmd

Have You Wondered Why PVTI Needs a Single Parent/Homemaker Program?



THE FEMINIZATION OF POVERTY

- In AMERICA - one of every five children, lives in a female headed single-parent household.

- In PINELLAS COUNTY - 35% of female headed single-parent families LIVE IN POVERTY!

- STATE-WIDE, in single-parent, female headed households:

  62.5% of children 0 - 3 yrs of age,

  57.9% of children 3 - 4 yrs of age,

  45.6% of children 5 - 17 yrs of age,

  L I V E I N P O V E R T Y

- Of FLORIDA's CHILDREN:

  30% live in POVERTY!!!

  40% receive NO PREVENTIVE HEALTH CARE!!!

  50% of eligible children have

  NO STATE CHILD CARE!!!

- In 1987 PINELLAS COUNTY residents had 8,344 mariages - and 4,224 divorces!

- In FLORIDA last year about 14,000 children were born to unwed teenage mothers.

- In 1985, in PINELLAS COUNTY - 474 babies were born to females 17 years of age and under.

- In PINELLAS COUNTY.....BLACK CHILDREN have a 600% greater chance of being born to an unwed mother than white children.

- 96% of PINELLAS ADOLESCENTS kept their babies as opposed to placing them for adoption.

- STATE-wide - 90% of school aged mothers ARE NOT in school!!!

- Over 33% of the women who become AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC) recipients before they are 21 years old will have 9 years of dependency on public support.

- A recent study of the National Social Science and Law Center in Washington, D. C., identifies child care problems as a key barrier to employment for single mothers receiving AFDC.

- In FLORIDA about 24,000 children are on WAITING LISTS for subsidized day care.

- There are currently 99 Single-Parents and Homemakers enrolled in full-time training programs at P.V.T.I.!!!

If you are interested in more information or would like to get more involved in PVTI's Single-parent/Homemaker Program:

CONTACT: Vicky Butler Ext. 233

ATTENTION! INSTRUCTORS & STAFF WANT TO KNOW WHO YOU REALLY ARE? THEN TAKE THE

IT TAKES ALL KINDS TO MAKE THE WORLD GO ROUND. WHAT KIND ARE YOU? GET YOUR VIP PERSONALITY PROFILE NOW!

HOW: V.I.P. COMPUTERIZED PERSONALITY ASSESSMENT

WHERE: GUIDANCE DEPARTMENT

WHEN: SCHEDULE AN APPOINTMENT WITH A COUNSELOR

HOW LONG: ONE-HALF (1/2) HOUR

COURTESY OF THE SPHP* PROG

(*SINGLE-PARENT/HOMEMAKER PROGRAM)

"The School Board of Pinellas County, Florida"
PINELLAS VOCATIONAL TECHNICAL INSTITUTE

ROBERT G. WAGNER
Director

Dear Director:

Pinellas Vocational Technical Institute now has a Single-Parent/ Homemaker Program on its campus. The program is designed to help Single-Parents and Homemakers obtain the assistance they may need to complete vocational or technical training, obtain employment and to become successfully self-sufficient. Our staff plans to accomplish these objectives through career counseling, personal awareness enhancement, employability skills development and by establishing a community referral network.

Referrals to community agencies such as yours will enable many students to overcome family and financial hardships that often impede the realization of these goals.

Therefore please review the enclosed brochure. If you would like additional information or wish to have us make a presentation for your staff or clients, please contact my office and I will be happy to make arrangements to accomodate your request.

Thank you for allowing me to introduce you to our service and I look forward to hearing from you or a representative.

Sincerely yours,

Victoria S. Butler

Victoria S. Butler, Counselor
Single-Parent/Homemaker Program

VSB:rmd

6100 - 154 AVENUE NORTH • CLEARWATER, FL 33520-2194 • TELEPHONE 813/531-3531
An Equal Opportunity Employer

FULL-TIME DAY PROGRAMS

TECHNOLOGY	LENGTH OF PROGRAMS
• Air Conditioning	18 months
Architectural Design and Construction	18 months
• Auto Body Repair	18 months
Auto Mechanics	18 months
Business Education:	
Accounting Clerk	7 months
Bookkeeper	10 months
General Office Clerk	7 months
Legal Secretary	12 months
Medical Secretary	10 months
Secretary (General)	12 months
Word Processor	10 months
Cabinetmaking	18 months
• Consumer Electronics Product Servicing	18 months
Carpentry	18 months
*Corrections Academy	2 months
Culinary Arts:	
• Baking	14 months
Cooking	18 months
Data Processing Operations	12 months
• Drafting and Design	18 months
Electrical Wiring	18 months
Electronics	
Industrial Electronics (Accelerated)	10 months
Industrial Electronics (CORE)	12 months
Electro-Mechanical	24 months
Bio-Medical	24 months
Communications	18 months
• Heavy Duty Truck and Bus Mechanics	18 months
Horticulture	18 months
Interior Design	18 months
*Law Enforcement	4 months
Major Appliance Repair	10 months
Masonry	10 months
• Motorcycle Mechanics	18 months
Small Engines	10 months
• Plumbing/Pipefitting	18 months
*Practical Nursing	12 months
Precision Machining	18 months
• Warehousing	7 months
• Welding and Metal Fabrication	18 months
Nuclear Pipe	12 months

Contact Specific Department for Admission Policies and Registration Dates

• Open entry

PINELLAS VOCATIONAL TECHNICAL INSTITUTE
6100 - 154th AVENUE NORTH
CLEARWATER, FLORIDA 33520

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AN EQUAL OPPORTUNITY
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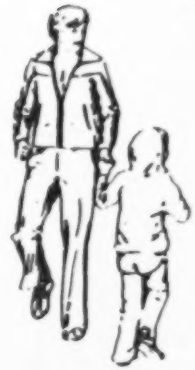
THE SINGLE-PARENT/HOMEMAKER PROGRAM AT *PVTI*



ARE YOU A SINGLE PARENT OR HOMEMAKER?

If you are, why not take advantage of some of the services presently being offered by the SINGLE-PARENT/HOMEMAKER PROGRAM at PVTI. These are:

- Problem Identification and Referral Services
- Personal and Career Counseling
- Financial Planning and Information
- Networking with other Single Parents or Homemakers
- Job Placement
- Support and encouragement to pursue educational goals in spite of what appears to be insurmountable odds.

The Single-Parent/Homemaker Counselor has access to job information, child care programs, financial aid and other resources that benefit students and help them successfully attain their career dreams.

Participants, if interestred and demonstrate ability, will be encouraged to pursue career options in non-traditional and high placement/wage occupations.

Contact with students enrolled in the SINGLE-PARENT/HOMEMAKER PROGRAM will be maintained by the Counselor on a regular basis and follow-up support services will be provided once the student has completed his/her training and is employed.

The Program is flexible and will try to meet the student's individualized needs. It functions on an open-entry/open-exit basis.

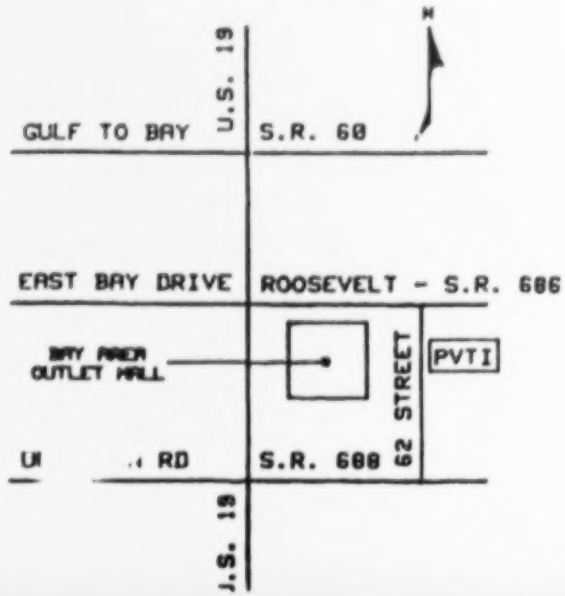
ADMISSIONS

PVTI operates on a quinmester (9-week) system. Most programs enroll students five (5) times per year: January, March, May, August and October. Some programs, however, utilize competency based instruction and students are able to enroll at any time. Enrollment in all programs is on a first-come, first-served, space available basis.

The Admission Procedure for all applicants is as follows:

1) Intake Interview with PVTI Counselor

LOCATION



2) Financial arrangements to cover tuition and fees for the first quinmester should be discussed and finalized with the program Counselor prior to the start of a quinmester. Financial Aid can be provided to qualified students.

Go Ahead! Take the Plunge! Call the SINGLE-PARENT/HOMEMAKER PROGRAM TODAY! Let us guide you to a better job, life and understanding of yourself! You'll like yourself better for taking this step and statistics prove that the more trained and skilled the employee, the higher his/her potential for job security and advancement.

For more information about what this program can do for you, contact MRS. VICTORIA BUTLER, COUNSELOR at the Guidance Department or telephone (813) 531-3531, Ext. 233 or Ext. 213.